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Confidential Intelligence Course

Section 4 Part E

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 SEPTEMBER 1971RA

REVISED 4 APRIL 1974

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Auditors

TONE SCALE IN FULL

TONE SCALE EXPANDED

KNOW TO MYSTERY SCALE

SERENITY OF BEINGNESS	40.0	KNOW
POSTULATES	30.0	NOT KNOW
GAMES	22.0	KNOW ABOUT
ACTION	20.0	LOOK
EXHILARATION	8.0	PLUS EMOTION
AESTHETIC	6.0	
ENTHUSIASM	4.0	
CHEERFULNESS	3.5	
STRONG INTEREST	3.3	
CONSERVATISM	3.0	
MILD INTEREST	2.9	
CONTENTED	2.8	
DISINTERESTED	2.6	
BOREDOM	2.5	
MONOTONY	2.4	
ANTAGONISM	2.0	MINUS EMOTION
HOSTILITY	1.9	
PAIN	1.8	
ANGER	1.5	
HATE	1.4	
RESENTMENT	1.3	
NO SYMPATHY	1.2	
UNEXPRESSED RESENTMENT	1.15	
COVERT HOSTILITY	1.1	
ANXIETY	1.02	
FEAR	1.0	
DESPAIR	.98	
TERROR	.96	
NUMB	.94	
SYMPATHY	.9	
PROPTIATION-(HIGHER TONED-SELECTIVELY GIVES)	.8	
GRIEF	.5	
MAKING FRIENDS-(PROPTIATION-CAN'T W/H ANYTHING)	.375	
UNDESERVING	.3	
SELF-ABASEMENT	.2	
VICTIM	.1	
HOPELESS	.07	
APATHY	.05	
USELESS	.03	
DYING	.01	
BODY DEATH	0.0	
FAILURE	0.0	
PITY	-0.1	
SHAME (BEING OTHER BODIES)	-0.2	
ACCOUNTABLE	-0.7	
BLAME-(FURNISHING OTHER BODIES)	-1.0	
REGRET-(RESPONSIBILITY AS BLAME)	-1.3	
CONTROLLING BODIES	-1.5	EFFORT
PROTECTING BODIES	-2.2	
CARING BODIES	-3.0	THINK
APPROVAL FROM BODIES	-3.5	
LENDING BODIES	-4.0	SYMBOLS
WORSHIPPING BODIES	-5.0	IAT
SACRIFICE	-6.0	SEX
HIDING	-8.0	MYSTERY
BEING OBJECTS	-10.0	WAIT
BEING NOTHING	-20.0	UNCONSCIOUS
CAN'T HIDE	-30.0	
TOTAL FAILURE	-40.0	UNKNOWABLE

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Students
Course Supers
Hat
Auditors Hat

HCO BULLETIN OF 26 OCTOBER 1970
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(Only change is signature)

OBNOSIS AND THE TONE SCALE

The following is extracted from the Advanced Clinical Course Preparatory Manual for Advanced Students in Scientology. It was published in 1957.

OBNOSIS AND THE TONE SCALE

Somewhere in your possession, in your desk, or tucked into a bookcase, are two large pieces of paper. They are covered closely with data invaluable to an Auditor. You have poured over them, and quoted from them many, many times. They are, of course, the Chart of Human Evaluation and the Chart of Attitudes. The data in them is a large part of an Auditor's stock in trade, and every Auditor is, in some degree, familiar with them.

But how about getting the data off the charts and applying it to life, to some real person? It's not hard to do casually, for some acute tone. "Joë was on a 1.5 kick last night." Sure, he turned red as a beat, and threw a book at your head. Simple. Mary breaks into sobs, and grabs for the kleenex. Couple of Auditors on the scene exchange looks, nod sagely. "When! Grief!" But how about chronic tone, with that thin, shiny veneer of social tone slicked over it? How sharp and how certain are you about that? Now, take a pc that you are familiar with. What exactly is his chronic tone? If you don't know, you had better read on. If you do, read on, and learn more about it.

The title of this article starts with an odd word: obnosis. It's been put together from the phrase: "observing the obvious." The art of observing the obvious is strenuously neglected in our society at this time. Pity. It's the only way you ever see anything: you observe the obvious. You look at the isness of something, at what is actually there. Fortunately for us, the ability to obnose is not any sense "inborn" or mystical. But it is being taught that way by people outside of Scientology.

How do you teach somebody to see what is there? Well, you put up something for him to look at, and have him tell you what he sees. That is what is done in an ACC class, the earlier in the course, the better. A student is asked to stand up in front of the classroom and be looked at by the rest of the students. An instructor stands by, and keeps asking, "What do you see?" The first responses run about like this: "Well, I can see he's had a lot of experience." "Oh, can you? Can you really see his

experience? What do you see there?" "Well, I can tell from the wrinkles around his eyes and mouth that he's had lots of experience." "All right, but what do you see?" "Oh, I get you. I see wrinkles around his eyes and mouth." "Good!" The instructor accepts nothing that isn't plainly visible. A student starts to catch on and says: "Well, I can really see he's got ears." "All right, but from where you're sitting can you see both ears right now as you're looking at him?" "Well, no." "Okay. What do you see?" "I see he's got a left ear." "Fine!" No conjectures, no tacit assumptions will do. Nor are the students permitted to wander in the bank. For example "He's got good posture." "Good posture by comparison with what?" "Well, he's standing straighter than most people I've seen." "Are they here now?" "Well, no, but I've got pictures of them." "Come on. Good posture in relation to what, that you can see right now." "Well, he's standing straighter than you are. You're a little slouched." "Right this minute?" "Yes." "Very good." You see what the goal of this is? It is to get a student to the point where he can look at another person, or an object, and see exactly what is there. Not a deduction of what might be there from what he does see there. Not something the bank says ought to go in company with what is there. Just what is there, visible and plain to the eye. It's so simple, it hurts.

Along with this practice in observing the obvious about people, the students receive a lot of information about particular physical and verbal indications of tone level. Things very easy to see and hear, by looking at a person's body and listening to his words. "Thetan-watching" has no part in obnosis. Look at the terminal, the body, and listen to what's coming out of it. You don't want to get mystical about this, and start relying on "intuition". Just look at what's there.

As examples: You can get a good tip on chronic tone from what a person does with his eyes. At apathy, he will give the appearance of looking fixedly for minutes on end, at a particular object. Only thing is, he doesn't see it. He isn't aware of the object at all. If you dropped a bag over his head, the focus of his eyes would probably remain the same. Moving up to grief, the person does look "down-cast". A person in chronic grief tends to focus his eyes down in the direction of the floor a good bit. In the lower ranges of grief, his attention will be fairly fixed, as in apathy. As he starts moving up into the fear band, you get the focus shifting around, but still directed downward. At fear itself, the very obvious characteristic is that the person can't look at you. Terminals are too dangerous to look at. He's supposedly talking to you, but he's looking over in the left field. Then he glances at your feet briefly, then over your head (you get the impression a plane's passing over), but now he's looking back over his shoulder. Flick, flick, flick. In short, he'll look anywhere but at you. Then, in the lower band of anger, he will look away from you, deliberately. You know, he looks away from you; it's an overt communication break. A little further up the line, and he'll look directly at you all right, but not

very pleasantly. He wants to locate you - as a target. Then, at boredom, you get the eyes wandering around again, but not frantically as in fear. Also, he won't be avoiding looking at you. He'll include you among the things he looks at.

Equipt with data of this sort, and having gained some proficiency in looking at the isness of people, the ACC students are sent out into the public to talk to strangers and to spot them on the tone scale. Usually, but only as a slight crutch in approaching people, they are given a series of questions to ask each person, and a clipboard for jotting down the answers, notes, etc. They are public-opinion poll-takers from the Hubbard Research Foundation. The real purpose of their talking to people at all is to spot them on the tone scale, chronic tone and social tone. They are given questions calculated to produce lags and break through social machinery, so that the chronic tone juts out. Here are some sample questions, actually used: "What's the most obvious thing about me?" "When was the last time you had your hair cut?" "Do you think people do as much work now as they did fifty years ago?" At first, the students merely spot the tone of the person they are interviewing and many and various are the adventures they have while doing this! Later, as they gain some assurance about stopping strangers and plying them with questions, these instructions are added: "Interview at least 15 people. With the first five, match their tone, as soon as you've spotted it. The next five, you drop below their chronic tone, and see what happens. For this last five, put on a higher tone than theirs."

What does the ACC student gain from these exercises? A willingness to communicate with anyone, for one thing. To begin with, students are highly selective about the sort of people they stop. Only old ladies. No one who looks angry. Or only people who look clean. Finally, they just stop the next person who comes along, even though he looks leperous and armed to the teeth. Confrontingness has come way up, and he's just somebody else to talk to. They become willing to pin-point a person on the scale, without shilly-shallying. Then say, "He's a chronic 1.1. Social tone 3.5, but real phony." That's the way it is, and they can see it. They also become quite gifted and flexible at assuming tones at will, and putting them across convincingly. Very useful in many situations, and lots of fun to do. They grow adept at punching through a coma lag in an informal situation. At sorting out apparencies from realities. The rise in certainty of communication, and in ease and relaxation of manner while handling people, in the students who have been run through this mill, is something which must be seen or experienced to be believed. The one most often repeated request in every ACC Unit is: "Can't we please have some more obnosis this week? We haven't had enough of it yet." (This statement is very funny to the ACC Instructors, because these same students said at the beginning, "If you make me go out there, I'll walk out on the course.") Obnosis is quite important, and should be learned as thoroughly as possible by all Scientologists.

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L. RON HUBBARD
FOUNDER

LRH:nt
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HCO BULLETIN OF 16 AUGUST 1971
Issue II

Reminico
Courses
Checksheets

TRAINING DRILLS MODERNIZED

(Revises 17 APRIL 1961.
This HCO B cancels the following.

Original	HCO B 17 April 1961 Training Drills Modernized
Revised	HCO B 5 Jan 71 Training Drills Modernized
Revised	HCO B 21 June 71 Training Drills Modernized
	Issue III
	HCO B 25 May 71 The TR Course

This HCO B is to replace all other issues of
TRs 0-4 in all packs and checksheets.)

Due to the following factors, I have modernized TRs 0 to 4.

1. The auditing skill of any student remains only as good as he can do his TRs.
2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.
3. If the TRs are not well learned early in Scientology training courses, THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRS.
4. Almost all confusions on Meter, Model Sessions and Scientology or Dianetic processes stem directly from inability to do the TRs.
5. A student who has not mastered his TRs will not master anything further.
6. Scientology or Dianetic processes will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

Academies were tough on TRs up to 1958 and have since tended to soften. Comm Courses are not a tea party.

These TRs given here should be put in use at once in all auditor training, in Academy and HGC and in the future should never be relaxed.

Public courses on TRs are NOT "softened" because they are for the Public. Absolutely no standards are lowered. THE PUBLIC ARE GIVEN REAL TRS—ROUGH, TOUGH AND HARD. To do otherwise is to lose 90% of the results. There is nothing pale and patty-cake about TRs.

THIS HCO B MEANS WHAT IT SAYS. IT DOES NOT MEAN SOMETHING ELSE. IT DOES NOT IMPLY ANOTHER MEANING. IT IS NOT OPEN TO INTERPRETATION FROM ANOTHER SOURCE.

THESE TRS ARE DONE EXACTLY PER THIS HCO B WITHOUT ADDED ACTIONS OR CHANGE.

NUMBER: OT TR 0 1971

NAME: Operating Thetan Confronting.

COMMANDS: None.

POSITION: Student and coach sit facing each other with eyes closed, a comfortable distance apart—about three feet.

PURPOSE: To train student to be there comfortably and confront another person. The idea is to get the student able to BE there comfortably in a position three feet in front of another person, to BE there and not do anything else but BE there.

TRAINING STRESS: Student and coach sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is *NO* twitching, moving, confronting with a body part, "system" or vias used to confront or anything else added to BE there. One will usually see blackness or an area of the room when one's eyes are closed. BE THERE, COMFORTABLY AND CONFRONT.

When a student can BE there comfortably and confront and has reached a *major stable win*, the drill is passed.

HISTORY: Developed by L. Ron Hubbard in June 71 to give an additional gradient to confronting and eliminate students confronting with their eyes, blinking, etc. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 0 CONFRONTING REVISED 1961

NAME: Confronting Preclear.

COMMANDS: None.

POSITION: Student and coach sit facing each other a comfortable distance apart—about three feet.

PURPOSE: To train student to confront a preclear with auditing only or with nothing. The whole idea is to get the student able to be there comfortably in a position three feet in front of a preclear, to BE there and not do anything else but BE there.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, blink, fidget, giggle or be embarrassed or anaten. It will be found the student tends to confront *WITH* a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is mis-named if Confronting means to DO something to the pc. The whole action is to accustom an auditor to BEING THERE three feet in front of a preclear without apologizing or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to confront and BE there. Student passes when he can just BE there and confront and he has reached a *major stable win*.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting". Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 0 BULLEAIT REVISED 1961

NAME: Confronting Bullbaited.

COMMANDS: Coach: "Start" "That's it" "Flunk".

POSITION: Student and coach sit facing each other a comfortable distance apart—about three feet.

PURPOSE: To train student to confront a preclear with auditing or with nothing. The whole idea is to get the student able to BE there comfortably in a position three feet in front of the preclear without being thrown off, distracted or reacting in any way to what the preclear says or does.

TRAINING STRESS: After the student has passed TR 0 and he can just BE there comfortably, "bull baiting" can begin. Anything added to BEING THERE is sharply flunked by the coach. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked, with the reason why.

PATTER: Student coughs. Coach. "Flunk! you coughed. Start." This is the whole of the coach's patter as a coach.

PATTER AS A CONFRONTED SUBJECT: The coach may say anything or do anything except leave the chair. The student's "buttons" can be found and tromped on hard. Any words not coaching words may receive *no* response from the student. If the student responds, the coach is instantly a coach (see patter above). Student passes

when he can BE there comfortably without being thrown off or distracted or react in any way to anything the coach says or does and has reached a *major stable win*.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclars in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting". Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: TR 1 REVISED 1961

NAME: Dear Alice.

PURPOSE: To train the student to deliver a command newly and in a new unit of time to a preclar without flinching or trying to overwhelm or using a via.

COMMANDS: A phrase (with the "he said" omitted) is picked out of the book "Alice in Wonderland" and read to the coach. It is repeated until the coach is satisfied it arrived where he is.

POSITION: Student and coach are seated facing each other a comfortable distance apart.

TRAINING STRESS: The command goes from the book to the student and, as his own, to the coach. It must not go from book to coach. It must sound natural not artificial. Diction and elocution have no part in it. Loudness may have.

The coach must have received the command (or question) clearly and have understood it before he says "Good".

PATTER: The coach says "Start", says "Good" without a new start if the command is received or says "Flunk" if the command is not received. "Start" is not used again. "That's it" is used to terminate for a discussion or to end the activity. If session is terminated for a discussion, coach must say "Start" again before it resumes.

This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to improve auditing ability.

NUMBER: TR 2 REVISED 1961

NAME: Acknowledgements.

PURPOSE: To teach student that an acknowledgement is a method of controlling preclar communication and that an acknowledgement is a full stop.

COMMANDS: The coach reads lines from "Alice in Wonderland" omitting "He said" and the student thoroughly acknowledges them. The coach repeats any line he feels was not truly acknowledged.

POSITION: Student and coach are seated facing each other at a comfortable distance apart.

TRAINING STRESS: Teach student to acknowledge exactly what was said so preclar knows it was heard. Ask student from time to time what was said. Curb over and under acknowledgement. Let student do anything at first to get acknowledgement across, then even him out. Teach him that an acknowledgement is a stop, not beginning of a new cycle of communication or an encouragement to the preclar to go on.

To teach further that one can fail to get an acknowledgement across or can fail to stop a pc with an acknowledgement or can take a pc's head off with an acknowledgement.

PATTER: The coach says "Start", reads a line and says "Flunk" every time the coach feels there has been an improper acknowledgement. The coach repeats the same line each time the coach says "Flunk". "That's it" may be used to terminate for discussion or terminate the session. "Start" must be used to begin a new coaching after a "That's it".

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgement ends a communication cycle and a period of time, that a new command begins a new period of time. Revised 1961 by L. Ron Hubbard.

NUMBER: TR 3 REVISED 1961

NAME: Duplicative Question.

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

COMMANDS: "Do fish swim?" or "Do birds fly?"

POSITION: Student and coach seated a comfortable distance apart.

TRAINING STRESS: One question and student acknowledgement of its answer in one unit of time which is then finished. To keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.

The student must learn to give a command and receive an answer and to acknowledge it in one unit of time.

The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact questions, if he or she Q and As with excursions taken by the coach.

PATTER: The coach uses "Start" and "That's it", as in earlier TRs. The coach is not bound after starting to answer the student's question but may comm lag or give a commenting type answer to throw the student off. Often the coach should answer. Somewhat less often the coach attempts to pull the student in to a Q and A or upset the student. Example:

Student: "Do fish swim?"
Coach: "Yes"
Student: "Good"
Student: "Do fish swim?"
Coach: "Aren't you hungry?"
Student: "Yes"
Coach: "Flunk"

When the question is not answered, the student must say, gently, "I'll repeat the auditing question," and do so until he gets an answer. Anything except commands, acknowledgement and as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgement is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgement is flunked. Lack of an acknowledgement (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, "Start" "Flunk" "Good" or "That's it" should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant, "I'll repeat the auditing command."

"Start", "Flunk", "Good" and "That's it" may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements such as "I just had a cognition." Coach divertive statements should all concern the student, and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing. The student's job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgement. The student may use his or her hands to prevent a 'Blow' (leaving) of the coach. If the student does anything else than the above, it is a flunk and the coach must say so.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to overcome variations and sudden changes in sessions. Revised 1961 by L. Ron Hubbard. The old TR has a comm bridge as part of its training but this is now part of and is taught in Model Session and is no longer needed at this level. Auditors have been frail in getting

their questions answered. This TR was redesigned to improve that frailty.

NUMBER: TR 4 REVISED 1961

NAME: Preclear Originations.

PURPOSE: To teach the student not to be tongue-tied or startled or thrown off session by originations of preclear and to maintain ARC with preclear throughout an origination.

COMMANDS: The student runs "Do fish swim?" or "Do birds fly?" on coach. Coach answers but now and then makes startling comments from a prepared list given by Supervisor. Student must handle originations to satisfaction of coach.

POSITION: Student and coach sit facing each other at a comfortable distance apart.

TRAINING STRESS: The student is taught to hear origination and do three things. 1. Understand it; 2. Acknowledge it; and 3. Return preclear to session. If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

PATTER: All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the patter is the same as in earlier TRs. The student's patter is governed by: 1. Clarifying and understanding the origin. 2. Acknowledging the origin. 3. Giving the repeat statement "I'll repeat the auditing command," and then giving it. Anything else is a flunk.

The auditor must be taught to prevent ARC breaks and differentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3 Revised.) Flunks are given if the student does more than 1. Understand; 2. Acknowledge; 3. Return pc to session.

Coach may throw in remarks personal to student as on TR 3. Student's failure to differentiate between these (by trying to handle them) and coach's remarks about self as "pc" is a flunk.

Student's failure to persist is always a flunk in any TR but here more so. Coach should not always read from list to originate, and not always look at student when about to comment. By Originate is meant a statement or remark referring to the state of the coach or fancied case. By Comment is meant a statement or remark aimed only at student or room. Originations are handled, Comments are disregarded by the student.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling origins and preventing ARC breaks.

As TR 5 is also part of the CCHs it can be disregarded in the comm course TRs despite its appearance on earlier lists for students and staff auditors.

TRAINING NOTE

It is better to go through these TRs several times getting tougher each time than to hang on one TR forever or to be so tough at start student goes onto a decline.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 MAY 1968

Reminco

UPPER INDOC TRS

Following are the Upper Indoc TRs 6 to 9 inclusive.

Number: TR 6

Name: 8-C (Body Control)

Commands: Non-verbal for first half of training session. First half of coaching session, the student silently steers the coach's body around the room, not touching the walls, quietly starting, changing and stopping the coach's body. When the student has fully mastered non-verbal 8-C, the student may commence verbal 8-C.

The commands to be used for 8-C are:

"Look at that wall." "Thank you."
"Walk over to that wall." "Thank you."
"Touch that wall." "Thank you."
"Turn around." "Thank you."

Position: Student and coach walking side by side; student always on coach's right, except when turning.

Purpose: First part: To accustom student to moving another body than his own without verbal communication. Second part: To accustom student to moving another body, by and while giving commands, only, and to accustom student to proper commands of 8-C.

Training Stress: Complete, crisp precision of movement and commands. Student, as in any other TR, is flunked for current and preceding TRs. Thus, in this case, the coach flunks the student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgement, for poor repetition of command, and for failing to handle origination by coach. Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting. In the first part of the session student is not allowed to walk coach into walls, as walls then become automatic stops and the student is then not stopping the coach's body but allowing the wall to do it for him.

History: Developed by L. Ron Hubbard in Camden, New Jersey in October 1953, modified in July 1957 in Washington, D.C., and the commands were modified in HCO Bulletin of 16 November 1965, Issue II.

Number: TR 7

Name: High School Indoc.

Commands: Same as 8-C (control) but with student in physical contact with coach. Student enforcing commands by manual guiding. Coach has only three statements to which student must listen: "Start" to begin coaching session, "Flunk" to call attention to student error, and "That's it" to end the coaching session. No other remarks by the coach are valid on student. Coach tries in all possible ways, verbal, covert and physical, to stop student from running control on him. If the student falters, comm lgs, fumbles a command, or fails to get execution on part of coach,

coach says "Flunk" and they start at the beginning of the command cycle in which the error occurred. Coach falldown is not allowed.

Position: Student and coach ambulant. Student handling coach physically.

Purpose: To train student never to be stopped by a person when he gives a command. To train him to run fine control in any circumstances. To teach him to handle rebellious people. To bring about his willingness to handle other people.

Training Stress: Stress is on accuracy of student performance and persistence by student. Start gradually to toughen up resistance of student on a gradient. Don't kill him off all at once.

History: Developed by L. Ron Hubbard in London, England, in 1956.

Number: TR 8

Name: Tone 40 on an Object.

Command: "Stand up." "Thank you." "Sit down on that chair." "Thank you." These are the only commands used.

Position: Student sitting in chair facing chair which has on it an ashtray. Coach sitting in chair facing chair occupied by student and chair occupied by ashtray.

Purpose: To make student clearly achieve Tone 40 commands. To clarify intentions as different from words. To start student on road to handling objects and people with postulates. To obtain obedience not wholly based on spoken commands.

Training Stress: Under the heading of training stress is included the various ways and means of getting the student to achieve the goals of this training step. During the early part of this drill, say in the first coaching session, the student should be coached in the basic parts of the drill, one at a time. First, locate the space which includes himself and the ashtray but not more than that much. Second, have him locate the object in that space. Third, have him command the object in the loudest possible voice he can muster. This is called shouting. The coach's patter would run something like this: "Locate the space." "Locate the object in that space." "Command it as loudly as you can." "Acknowledge it as loudly as you can." "Command it as loudly as you can." "Acknowledge it as loudly as you can." That would complete two cycles of action. When shouting is completed, then have student use a normal tone of voice with a lot of coach attention on the student getting the intention into the object. Next, have the student do the drill while using the wrong commands—i.e., saying "Thank you" while placing in the object the intention to stand up, etc. Next, have the student do the drill silently, putting the intention in the object without even thinking the words of the command or the acknowledgement. The final step in this would be for the coach to say "Start" then anything else he said would not be valid on student with the exception of "Flunk" and "That's it." Here, the coach would attempt to distract the student, using any verbal means he could to knock the student off Tone 40. Physical heckling would not be greater than tapping the student on the knee or shoulder to get his attention. When the student can maintain Tone 40 and get a clean intention on the object for each command and for each acknowledgement, the drill is flat. There are other ways to help the student along. The coach occasionally asks "Are you willing to be in that ashtray?" When the student has answered, then "Are you willing for a thought to be there instead of you?" Then continue the drill. The answers are not so important on these two questions as is the fact that the idea is brought to the student's attention. Another question the coach asks the student is, "Did you really expect that ashtray to comply with that command?" There is a drill which will greatly increase the student's reality on what an intention is. The coach can use this drill three or four times during the training on Tone 40 on an Object. As follows: "Think the thought—I am a wild flower." "Good." "Think the thought that you are sitting in a chair." "Good." "Imagine that thought being in that ashtray." "Good." "Imagine that ashtray containing that thought in its substance." "Good." "Now get the ashtray thinking that it is an ashtray." "Good." "Get the ashtray intending to go on being an ashtray."

"Good." "Get the ashtray intending to remain where it is." "Good." "Have the ashtray end that cycle." "Good." "Put in the ashtray the intention to remain where it is." "Good." This also helps the student get a reality on placing an intention in something apart from himself. Stress that an intention has nothing to do with words and has nothing to do with the voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill, Tone 40 on an Object, usually takes the most time of any drill in Upper Indoe, and time on it is well spent. Objects to be used are ashtrays, preferably heavy, coloured glass ashtrays.

History: Developed by L. Ron Hubbard in Washington, D.C., in 1957 to train students to use intention when auditing.

Number: TR 9

Name: Tone 40 on a Person.

Commands: Same as 8-C (Control). Student runs fine, clear-cut intention and verbal orders on coach. Coach tries to break down Tone 40 of student. Coach commands that are valid are: "Start" to begin. "Flunk" to call attention to student error and that they must return to beginning of cycle, and "That's it" to take a break or to end the training session. No other statement by coach is valid on student and is only an effort to make student come off Tone 40 or in general be stopped.

Position: Student and coach ambulant. Student in manual contact with coach as needed.

Purpose: To make student able to maintain Tone 40 under any stress or duress.

Training Stress: The exact amount of physical effort must be used by student plus a compelling, unspoken intention. No jerky struggles are allowed, since each jerk is a stop. Student must learn to smoothly increase effort quickly to amount needed to make coach execute. Stress is on *exact* intention, exact strength needed, exact force necessary, exact Tone 40. Even a slight smile by student can be a flunk. Too much force can be a flunk. Too little force definitely is a flunk. Anything not Tone 40 is a flunk. Here the coach should check very carefully on student's ability to place an intention in the coach. This can be checked by the coach since the coach will find himself doing the command almost whether or not he wants to if the student is really getting the intention across. After the coach is satisfied with the student's ability to get the intention across, the coach should then do all he can to break the student off Tone 40, mainly on the basis of surprise and change of pace. Thus the student will be brought to have a greater tolerance of surprise and a quick recovery from surprise.

History: Developed in Washington, D.C., in 1957 by L. Ron Hubbard.

Purpose of these four training drills, TR 6, 7, 8 and 9, is to bring about in the student the willingness and ability to handle and control other people's bodies, and to cheerfully confront another person while giving that person commands. Also, to maintain a high level of control in any circumstances.

L. RON HUBBARD
Founder

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REPORTER TRS

1. Answering non loaded questions

Purpose: To train a PRO to answer such questions with confidence and simplicity, as are often asked by reporters. EG., What is Scientology (R)? What's Clear, CT? How does an E-Meter work?

Method: The PRO and 'reporter' sit across a table facing each other. The 'reporter' asks the questions and the PRO must answer, without a long communication lag and in a way which readily communicates to the reporter. The drill is coached as in the TRS.

The drill is passed when the PRO is confident he can answer the basic questions asked about Scientology.

2. No Answer

Purpose: To train a PRO to give a 'no answer' to questions he has no wish to answer directly.

Method: To begin with the reporter reading the questions asked him by 'The Sun' reporter Victor Chapple and the PRO reads LHM's answers. This is just to accustom him to the idea of 'no answer'.

Then using different questions, the PRO gives 'no answers'. The trick is to appear to answer the question by giving generalized statements in simple terms so that the reporter doesn't realize his question hasn't been answered.

The PRO should be completely causative over the communication and end it with certainty, so that the reporter gets this and goes on to the next question.

3. Non sequitur events

Purpose: To enable a PRO to practice getting his "message" across and tag it on to any current event. Also a preparation for the day when our PROs will be asked to comment on current events.

Method: One person has a newspaper in front of him and reads out a headline (and perhaps a line or two of the story if necessary for the PRO's understanding of it). Ask the PRO what comment he would like to make on it. The PRO should comment briefly and lead from this into his message.

The drill is passed when the PRO can tack a message on to virtually any event; smoothly and with facility.

Handling a hostile TV Interview

Purpose: To train a PRO to get his message across in the face of the 'interviewer', in the few short minutes usually available on television. This is so that million people have no doubts after the programme what the Scientologist stands for and what he is against.

Method: The PRO and interviewer face each other and the interviewer asks questions. The PRO attaches his message in any form to as many answers as possible. If the interviewer is SP he must be introverted as in the hat write up, and then the PRO has his "say". The interview has been successful when the PRO has got his message across to his satisfaction.

Handling an SP

a) By overwhelm

Purpose: To train a PRO to be able to establish Ethics presence over an SP reporter if the occasion arises, by such things as shouting, banging, pointing, swearing. To do this completely causatively until the poor reporter is 'caved in'.

Method: The reporter and PRO sit across a table facing each other and the reporter asks SP questions. The PRO overwhelms without judgement in answer to the SP question until he does it with reality, causativeness and the overwhelm really reaches the reporter. TR 1 is a part of this drill - there is no point saying the words if they don't reach the other guy.

b) By being knowingly covertly hostile

Purpose: To train the PRO to handle an SP reporter by word alone without the use of force as in (a). He uses the word as a rapier and plunges it at the reporter, so that the reporter introverts and drops the question.

Method: The PRO and reporter sit across a table and the reporter asks SP type questions.

The PRO observes what would be a button in relation to the question asked and throws this back with good TR 1 so that it reaches home. If the reporter is introverted the PRO is successful. If the reporter persists with the same question the PRO should not re-press the same button - it obviously didn't work. He should drop it and use another one. If the PRO cannot think of a snide reply the reporter should just say "flunk, you haven't handled me. Start - " or some such remark - but should not tell the PRO what to say. When the confusion has come off the PRO will be able to handle and have a big win.

The drill is completed when the PRO is willing to create a cave in with an accurate snide remark, question or statement.

c) By stalling for time

Purpose: To train a PRO to maintain his comfront and composure when given some SP sensational news by a reporter, of which he has no prior knowledge.

Method: The reporter asks the PRO for his comments on an other situation involving a Scientologist.

The PRO maintains his ethics presence and duplicates the reporter's nasty angle to his satisfaction. He then stalls for time and gets the reporter to wait a few minutes or hours or so (whatever is necessary) while he checks his facts.

The drill is passed when the PRO is confident that he could not be taken off guard by a reporter by being presented by an unknown situation.

d) By handling the reporter in front of you (verbal Karate)

Purpose: To train a PRO to handle the reporter in front of him, with judgement in present time.

Method: The PRO and the reporter sit across a table facing each other. The PRO is asked a miscellany of questions. If it is a genuine question, he can answer it, if possible tacking his message on to the reply. If the question puts him the least bit at effect, he takes this flow and turns it towards the reporter with an even greater velocity. He does this either by a snide remark, question or comment, or by physical overwhelm, whichever seems the right action to establish ethics presence.

He should never allow himself to be put at effect, and should not tolerate it even for an instant, but immediately attack back.

The drill is passed when the PRO no longer uses a machine or method to handle the reporter - but he is totally there, confident and handling.

Comment: If your student experiences difficulty on these Trs one or two things are out: a) Scientology Trs O - IV are not flat or b) he slipped through a previous Reporter TR without a weakness or button on him being found and flattened.

History: These drills have been evolved by PRO WW to train anyone on a gradient scale to handle any situation a reporter could pose. They are based on the HCOF/L 3.2.69 Public Image which states "Don't defend Son, attack bad conditions and bad hats!"

By Sheila Gaiman
PRO/WW

From the hat write up of

David Gaiman
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Reissued as DTB by
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CEO Andrea Lewis

for the

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INTELLIGENCE SPECIALIST TRAINING ROUTINE - TR L

Purpose: To train the student to give a false statement with good TR-1. To train the student to outflow false data effectively.

Position: Same as TR-1

Commands: Part 1 "Tell me a lie". Command given by coach. Part 2 interview type 2 WC by coach.

Training Stress: In Part 1 coach gives command, student originates a falsehood. Coach flunks for out TR 1 or TR 0. In Part 2 coach asks questions of the student on his background or a subject. Student gives untrue data of a plausible sort that the student backs up with further explanatory data upon the coach further questions. The coach flunks for out TR 0 and TR 1, and for student fumbling on question answers. The student should be coached on a gradient until he/she can lie easily.

Short example:

Coach: Where do you come from?

Student: I come from the Housewives Committee on Drug Abuse.

Coach: But you said earlier that you were single.

Student: Well, actually I was married but am divorced. I have 2 kids in the suburbs where I am a housewife, in fact I'm a member of the P.T.A.

Coach: What town is it that you live in?

Student: West Brighton

Coach: But there is no public school in West Brighton.

Student: I know. I send my children to school in Brighton, and that's where I'm a P.T.A. member.

Coach: Oh, and who is the Chairman there?

etc.

TR 3 Int-

- Purpose: To teach a Student Int Officer to get the answer to a question without startling a target. To teach him not to be startled by suspicion and Accusation.
- Position: Student & Coach facing each other.
- Commands: No fixed Commands. Use "Start", "Flunk" & "That's it" as in other TR's.
- Training Stress: There are two parts to the drill.
- (a) The Coach assumes an identity such as Director of a Drug Firm; or Psychiatrist, or PR Man. Coach also picks a question that the student must get answered such as "What is my address", "What is my brother's name", "Have I ever had any connection to FDA". Coach gives the student a couple of minutes to mock up a suitable cover. Then the drill begins with the student being the interviewer who must get the question answered. Flunks are given for being too pushy. Failing to let coach know (a silent int officer invites Itsa), For making the Coach Suspicious. Coach gets gradually tougher & evasive.
 - (b) The coach picks an identity. The student picks a question as above. Flunks are given as in Part (a). If the coach guesses which question the student is trying to get answered (coaches don't go looking for the question but if it sticks out like a sore thumb then Flunk it.) Coach is more evasive in this one & flunks are given for creating suspicion. After the student does this well the coach throws in accusative comments, such as "Who are you working for?" "You're a Scientist" "What are you, a Detective?". Flunks are given for failing to handle & for becoming startled.

This drill is passed when the student can do part (b) of this drill flawlessly.

TR 3 INT WITH BULLETPROOFING -

- Purpose: To teach a student Int Officer to improvise and maintain cover when confronted with something unexpected.
- Position: Student and coach facing each other.
- Commands: No fixed commands. Use "Start", "Flunk", and "That's it" as in other TRs.

Stress:

Coach picks an identity. The student mocks up a cover & picks a question he wants answered. The student interviews the coach and must get his question answered.

The coach throws in startling accusations and suspicions and the student must handle and maintain his cover. Coach starts off on a gradient giving the student wins.

Flunks are given for being startled and long comm lags, for failure to give an answer and smooth over the suspicions of the coach.

This is passed when the student can give plausible answers and improvise with ease, so his cover remains intact, and can get an answer to his question.

Reporting.

Set up is done as per TR 3Int (b). Coach is not tough but does give the student many facts. Student departs after terminating the interview. And writes a report on it. Particularly noting whether he got his question answered. The report should include all facts given, but not be overly detailed and include a description of the coach. Flunks are given for, false reports, opinions, evaluation, omitted data, and any other outpoint found in the report not the interview.

Mo Budlong

DG Info WW